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of the various divisions of the subject arranged as a synthetic unit. Most teachers will welcome the clear stand taken with reference to the relative importance of these different phases of both botany and zoölogy, as stated for zoölogy by Professor Bigelow in the following: "The study of anatomy, gross and microscopical, is obviously the foundation for that of all other phases of zoölogy; for classification, physiology, embryology, and ecology rest upon a basis of structure." Of course, no teacher really conversant with his problem would teach morphology without constantly asking for interpretations in terms of function.

Preceding the course itself there is considerable discussion of the "type study" and so-called "logical" course, it being concluded that the difficulties of beginning with the lowest forms are such as to make it undesirable to do so. The courses that follow are essentially the same as have appeared elsewhere. The one for botany was published in *School Science* in May, 1902, as the Report of the Committee on a College Entrance Option in Botany, the committee having been appointed by the Society for Plant Morphology and Physiology. The course in zoölogy appeared in the *Teachers College Record*, Vol. II, No. 1, January, 1901. A review of these courses is unnecessary.

Each chapter of the book is accompanied by an excellent classified bibliography. Frequent footnote citations add authority to the statements made, and many other elements of excellence that cannot be included in a review assist in making the book indispensable to teachers of biology everywhere.

OTIS W. CALDWELL.

STATE NORMAL SCHOOL,  
Charleston, Ill.

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*A Modern School.* By PAUL H. HANUS. New York: The Macmillan Co.  
Pp. viii + 306.

One of the best methods of contributing to educational progress is a thorough examination and careful interpretation of tendencies in actual school work. A second method is that of setting forth in a constructive way guiding principles based on philosophical considerations and scientific experiment. Of the latter, Professor Dewey is probably the leading representative; of the former, Professor Hanus. Probably no man has a keener insight into educational tendencies, on the practical side, than Professor Hanus. The first chapter of the author's *Educational Aims and Educational Values* emphasizes that "preparation for complete living" calls for an active participation in the activities of life now. The present volume aims at a further development of his theme on the practical side. The demands of both society and the individual must be met. "A modern school can meet the legitimate demands of society only by adapting its aims, means, and methods to the changing needs of a progressive civilization." The emphasis is upon the practical, but the demands of the individual in his personal development are met by substituting for the general culture of earlier times a modern one. No one who carefully reads the signs of the times can fail to feel the demand that, to fulfil its function, the school must continually formulate new aims and use new methods. To point out these is the author's real contribution.

This volume consists of nine chapters which have appeared, in part or entire, as articles in six magazines. Chap. I, under the title of the book, sets forth the central theme—the function of a modern secondary school. The modern school comprises

three aims: culture, vocational, social. General culture is no longer limited to that gained by a study of the classics and mathematics. It is rather "the capacity to understand, appreciate, and react on the resources and problems of modern civilization." Vocational aims call for a beginning in the training for the vocation of one's taste and qualification. Social aims demand an introduction to our institutional life. To accomplish these aims the course of study must be more comprehensive—requiring six years for its completion—and much more flexible, calling for a liberal but wise use of electives. The next three chapters—"Academy and Public High School," "Two Contemporary Problems in Education," and "A Six Years' High School Program"—show how this comprehensive and flexible program began with the advance upon the early Latin grammar school made by the academy in its effort to meet the demands of the new conditions; how the elective system and a close articulation of the high school with the lower grades are needed to meet present demands; and how, in a six-year high-school course, all this can be accomplished.

These four chapters point out very clearly the present tendency in secondary education. In this treatment of practical problems Professor Hanus holds rigidly to the aim of education which he has formulated. Many men, in discussing such topics as the course of study, the elective system, articulation between the grades, etc., do so under guidance of local conditions, special considerations, or personal whims, instead of under the direction of a definite fundamental principle. No such criticism can be made upon these essays.

The other five chapters treat of the following topics: "The School and the Home," "Our Faith in Education," "Obstacles to Educational Progress," "Education as a University Study," "Testimony on the Elective System." It must be said that these do not bear directly on the theme suggested at the outset, in spite of the fact that in the preface the author does attempt to find such connection. Chaps. 5 and 6 cover a wide range of topics; for example, school and personal hygiene, the elective system, contributions to education by the lay public, the kindergarten in relation to the past and future life of the child, evolution of the elementary school program and its present congested condition, evening and technical schools, etc. Chap. 7 rightly emphasizes the need of more united effort in the attempt to solve educational problems. Chaps. 8 and 9 consider topics akin to those presented in two chapters in "Educational Aims." It is clear that all of these are important problems and merit the attention given them. To the reviewer, however, they do not seem essential in the development of the theme in the first four chapters.

In these essays, as magazine articles, Professor Hanus has contributed much to educational progress, thus whipping into line those who are negligent in their attitude toward vital educational problems. It must be said, however, that nine magazine articles brought together do not make a book. More than one-half of this volume does not contribute directly to the topic in hand. Such an aggregate of articles also involves many repetitions of thought. For example, the elective system is considered in "Two Contemporary Problems in Education," again in "The School and Home," and once more in the last chapter. All of these repeat or supplement chap. 2 in the author's earlier work. The first chapter of the book is taken almost wholly from three chapters in "Educational Aims and Educational Values"—many paragraphs verbatim. True it is, teachers and students of education need to have the importance of these educational problems emphasized by repetition and presentation from different points

of view. This may well be done in magazine articles. But until these varied contributions have developed a unified central theme, they might better remain as articles, or be collected in a volume entitled *Educational Essays*.

In spite of these repetitions and the apparent disconnectedness in this volume, all such contributions are most welcome in whatever form they are presented, because Professor Hanus speaks in a practical way and strictly to the point.

J. L. MERIAM.

TEACHERS COLLEGE,  
University of Missouri.